

Alternate ACCESS for ELLs Participation Criteria Checklist

The Participation Criteria Checklist should be a part of the decision making process for students who may be eligible to take the annual Alternate ACCESS for ELLs. If any response to the criteria is “No” or “Disagree”, the student must participate in the regular ACCESS for ELLs assessment with or without accommodations.

Yes/No		Alternate ACCESS Criteria
	ALL LEP students	The student has an Individualized Education Program (IEP) and is currently identified as Limited English Proficient (LEP).
	ALL LEP students	The student meets the eligibility for special education related to the areas of, but not limited to, cognitive impairment, autism, traumatic brain injury, or multiple disabilities.
	LEP students Grades 3-10	The student takes the Alternate Assessment instead of SBAs (students on the Alternate Assessment – content assessment- already meet the criteria listed below)
	ALL LEP students	The student shows evidence of significant cognitive disability and exhibits deficits in adaptive behavior/skills that adversely impacts the student’s educational performance and prevents completion of the standard academic curricula that leads to a diploma.
	ALL LEP students	The student requires extensive, frequent, individualized instruction in multiple settings to acquire, maintain, generalize and demonstrate performance of skills.
	ALL LEP students	The student requires extensive direct instruction to accomplish the acquisition, application and transfer of English language skills.
	ALL LEP students	Objectives written for the student in the designated content area are less complex than the Alaska Grade Level Expectations, making the regular ELP assessment, even with adaptations (accommodations/modifications), inappropriate for this student.
	ALL LEP students	The adaptations (accommodations/modifications) needed by the student to participate in the regular ACCESS for ELLs assessment would compromise the validity of the test.
	ALL LEP students	The decision to participate in the Alternate ACCESS is not based solely on excessive or extended absences.
	ALL LEP students	The decision to participate in the Alternate ACCESS is not based solely on language, social, cultural, or economic differences.
	ALL LEP students	The decision to place the student on the Alternate ACCESS is not being made for program administration reasons, such as the student is expected to perform poorly on the regular ELP assessment; the student displays disruptive behaviors or experiences emotional duress during testing.

Alaska Policy for Administration of the Alternate ACCESS for ELLs

- It is **strongly recommended** that districts designate a contact person to oversee the Alternate ACCESS and to work closely with special education staff to meet the testing needs of these students
- It is **strongly recommended** that certified teachers administer the Alternate ACCESS
- Alternate ACCESS is designed only for **current LEP students** with significant cognitive disabilities
- For grades 1, 2, 11 & 12 (prior to and after SBAs) the IEP team will determine if the student will take the Alternate ACCESS or regular ACCESS
- Test administrators must be certified online annually to administer the Alternate ACCESS
- Online training is available at WIDA’s website: <http://www.wida.us/assessment/alternateaccess.aspx>
- Refer to the *WIDA Test Administration Manual* for accommodations for LEP students with disabilities. **Caution:** some accommodations will render this assessment invalid.

- **Note: The Alternate ACCESS does not address Proficiency levels 4 and 5, therefore, a student cannot exit LEP status as Proficient on the Alternate ACCESS for ELLs assessment**